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Academy for International Disaster Preparedness  
Robert Stempel College of Public Health & Social Work

**COURSE SYLLABUS**  
**PHC 4250**  
**Crisis Leadership in Disasters**

<b>Instructor:</b>		<b>Email:</b>	
<b>Office:</b>		<b>Phone:</b>	

**COURSE DESCRIPTION**

This course is designed to teach students how to manage disaster through systematic processes and methods of leadership and communication to ensure success and avoid failure. Developing effective leaders who take responsibility and make themselves accountable for their decisions in the preparation, response and recovery phases of an incident is paramount. Successful disaster management (when lives are saved and property damage is minimized) does not happen by accident. To become an effective emergency manager, you must focus on becoming a great leader and communicator.

**GLOBAL LEARNING DESIGNATION**

This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

**COURSE OBJECTIVE AND LEARNING OUTCOMES**

After completing the course, students will be able to:

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- Describe the role communication and culture plays in building successful domestic disaster response teams.
- Describe the role communication and cultures plays in building successful international disaster response teams.
- Describe the characteristics of effective leadership and conflict resolution as seen through the lens of the American culture.
- Describe the characteristics of effective leadership and conflict resolution as seen through the lens of international cultures: ie Asia, Middle Eastern, Africa, South America and/or Europe.
- Summarize the importance of being able to adapt to, prepare for and lead change based on one's cultural perspective and awareness of other perspectives to solve problems that will save lives and property during disaster recovery.

### **GLOBAL LEARNING OBJECTIVES AND LEARNING OUTCOMES**

- Students will be able to describe the role communication and culture plays in building successful international disaster response teams. This awareness of the influence culture has on communication and leadership styles will lead to more effective teams. By knowing the cultural differences that dominate team roles allows for a greater understanding of those roles.
- Students will be able to describe the characteristics of effective leadership and conflict resolution as seen through the lens of international cultures i.e. Asia, Middle Eastern, Africa, South America and/or Europe.
- Students will be able to summarize the importance of being able to adapt to, prepare for and lead change based on one's cultural perspective and awareness of other perspectives to solve problems that will save lives and property during disaster recovery. By analyzing After-Action reports written by the Office of US Foreign Disaster Assistance related to international disaster, individuals will evaluate what took place in terms of communication and leadership and analyze how both could have been improved upon to foster a better international team willing to work together to help victims recover from a disaster and provide their opinion if they could take those steps (in communication and leadership) themselves to inspire a diverse team of first responders.

### **REQUIRED TEXTBOOK**

Olanoff, G. (2013) The Crisis Leader: The Art of Leadership in Times of Crisis. United States: Lorien Consulting

### **ADDITIONAL REQUIREMENTS**

Journals as listed in calendar section of this syllabus will be available in the Canvas shell for easy access.

### **PREREQUISITES**

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None

### **TEACHING METHODOLOGY**

This course will be presented through classroom lectures, discussions, audio-visual materials and group activities.

### **CLASS POLICIES AND PROCEDURES**

Students will be expected to:

- Stay current with all lectures, reading materials and class assignments.
- Actively participate in classroom discussions, group activities and assignments.
- Be familiar with and adhere to the course calendar and syllabus.

### **ACCESSIBILITY AND ACCOMMODATION**

If you require special accommodations under the Americans with Disabilities Act (ADA), please advise me ASAP. Every effort will be made to meet your needs. I encourage all students with special needs to meet with me privately to discuss their individual situations.

### **ATTENDANCE/PUNCTUALITY**

You are permitted one unexcused absence during the course of the semester. Excused absences must be brought to the attention of your instructor. An excused absence is one that was unforeseen and supported by documents i.e. illness, car accident on the day of class, death in immediate family, etc. You are responsible for obtaining missed assignments and announcements for any class you may miss.

### **CLASS GRADE**

Your class grade will be based upon the following criteria:

1. FEMA Online Course Training: 15 points (3 training certificates at 5 points apiece)

Students will be required to log into the FEMA Student Identification System to create a unique student identification number (FEMA SID) in order to successfully complete the required FEMA certificate courses.

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See class schedule for due dates on submitting the FEMA certification of completing and passing the training. A Certificate of Completion will need to be uploaded to Canvas to receive the points for the FEMA course. Students who have previously completed any of the required courses must provide a Certificate of Completion for the exact course by the date to receive points.

2. Writing Assignments: 30 points (2 assgn at 15 points each)

You will be asked to research, evaluate and analyze perceived cultural differences in communication, leadership, conflict, and team building. In a 3-5 page essay, compare and contrast those differences across three regions of the world.

**Writing Assgn 1: Describe how the Value of Integrity, Ethics, Character, Humility & Personal Values Across the Globe Differ from Culture to Culture in Terms of Leadership**

This assignment will meet the Global Perspective Outcome listed on first page. By describing the characteristics of effective leadership and conflict resolution as seen through the lens of international cultures: i.e. Asia, Middle Eastern, Africa, South America and/or Europe. By utilizing the perspective of others, individuals will be able to perceive distinct perceptions and how those perspectives are influencing communication and leadership style.

**Writing Assgn 2 Describe The Role Communication, Leadership, Conflict Resolution, Culture & the Ability to adapt to Change Plays in the Success of an Internationally Diverse Team: When You See Things One Way & Others Perceive it Differently**

This assignment will meet the Global Awareness Outcome listed on first page. By describing the role communication and cultures plays in building successful international disaster response teams. This awareness of the influence culture has on communication and leadership styles will lead to more effective teams. By knowing the cultural differences that dominate team roles allows for a greater understanding of those roles.

3. Exams: 25 points (exam one 10 points & exam two 15 points)

Exams will consist of a combination of short answer, multiple choice and essay questions.

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4. Research Paper Assignment (6-8 pages using MLA format): 20 points

Select a natural or man-made disaster (outside the US) and discuss the global implications of the disaster by focusing your analysis on the communication and leadership styles that impacted the outcome of the incident—refer back to the lengthy class discussion and videos related to US incidents discussed in class i.e. the Utah Mine collapse, Hurricane Katrina and BP Gulf disaster. At the center of your analysis, what could have been done differently that would have improved the quality of the recovery from a leadership and communication perspective and what actions (be very specific) would you have taken as the leader/EM at the disaster? Knowing what the mistakes are is one thing, how does the EM overcome cultural barriers in communication and leadership to be successful and would you as an individual be willing to overcome these barriers—ethically, morally, culturally and how would you be perceived as a result, you did or did not? Make sure to carefully research your paper using peer-reviewed journals and widely published data. Detailed instructions will be provided in class. **Note that a disaster in the United States may not be selected for the research paper.**

This assignment will meet the Global Engagement Outcome listed on first page. By summarizing the importance of being able to adapt to, prepare for and lead change based on one's cultural perspective and awareness of other perspectives to solve problems that will save lives and property during disaster recovery. By analyzing After-Action reports written by the Office of US Foreign Disaster Assistance related to international disaster, individuals will evaluate what took place in terms of communication and leadership, and analyze how both could have been improved upon to foster a better international team willing to work together to help victims recovery from a disaster and provide their opinion if they could take those steps (in communication and leadership) themselves to inspire a diverse team of first responders.

5. Individual Project Presentation: 10 points

You will each present to the class a 5-6 minute oral presentation on your research paper discussed above.

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### GRADING SCALE

A	100-93	A-	92-90		
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	Non-Passing Grade

### CLASS SCHEDULE

#### Week 1

Review syllabus and course policies/procedures

Textbook Chapter 2 & 3

Emergency Managers as Leaders, American Society of Public Administration.  
Business and Political Dimensions in Disaster Management, Journal of Public Policy  
The Complexity of Maladaptation Strategies to Disasters: The case of Muzarabani,  
Zimbabwe.

#### Week 2

**FEMA Training Course: IS-240.b-Leadership and Influence Due**

Social Intelligence and the Biology of Leadership, Harvard Business Review

Promoting Earthquake Disaster Mitigation in Lebanon through Civic Engagement,  
Disaster Prevention and Management

#### Week 3

Textbook Chapter 8 & 9

Lessons Unlearn: The (Human) Nature of Disaster Management, Intechopen  
Guatemala Volcano Death Toll Rises (2018) as Result of Poor Communication and  
Coordination, Advent Telegraph

#### Week 4

Textbook Chapter 16 & 28

Disaster Preparedness and Leadership Style of Regional Hospitals in Tanzania: a  
Descriptive Cross-Sectional Study. BMC Health Services Research

**Writing Assgn 1 Due: Describe how the Value of Integrity, Ethics, Character, Humility &  
Personal Values Across the Globe Differs from Culture to Culture in Terms of  
Leadership**

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Week 5

**Exam 1**

Textbook Chapter 19, 20 & 22

An Evaluation of the Paired Assistance to Disaster-Affected Areas Program in Disaster Recovery: The Case of the Wenchuan Earthquake. Sustainability

Week 6

Textbook Chapter 10, 11 & 12

Public Leadership in Times of Crisis: Mission Impossible, Public Administration Review

The Katrina Aftermath: A Failure of Leadership, Public Administration Review

Communication in Nepal Following the Earthquake of 2015, PLoS ONE

**FEMA Training Course: IS-20.17-Diversity Awareness Due**

Week 7

Go over Individual presentation assignment and research paper assignment

Textbook Chapter 31 & 32

Recovery: Nongovernmental Entities, Government, and Public Health Differences Based on Culture, American Journal of Public Health

Exploration of Inclusivity for Persons with Disabilities in Disaster Risk Management

Planning at the National and Local Government Levels in Jamaica, Disability Studies Quarterly

The Limits of Crisis Management and the Need for Resilience, Journal of Contingencies and Crisis Management

Week 8

Textbook Chapter 23, 24 & 25

**FEMA Training Course IS-241.b-Decision Making and Problem Solving Due**

Week 9

Textbook Chapter 27 & 29

When Stakes are High and Public is Angry: Conflict in Disaster Zones, Conflict Resolution Quarterly

**Writing Assgn 2 Due: The Role Communication, Leadership, Conflict**

**Resolution, Culture & the Ability to adapt to Change Plays in the Success of an**

**Interculturally Diverse Team: when You See things One Way & Others Perceive it Differently**

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Week 10

Tying Together of Concepts and How All the Material Comes Together

Week 11

Individual Presentations

Week 12

Individual Presentations

Week 13

Individual Presentations

Week 14

Individual Presentations

Week 15

Individual Presentations

Review for Final

**Research Paper Due**

Your cumulative final exam (exam #2) will be held during the official final exam block as determined by the University and posted in Canvassoft.

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